**Evaluation Committee**

**Mission and Goals Alignment with District and National Documents and Thinking**

***DESCRIPTION of Each Criteria across Stakeholder Documents***

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| **Criteria**  **Illinois Professional Learning Standards 2010** | **CCSD 93 Vision and**  **Core Values** | **CSEA Preamble** | **ISBE and Federal Legislation** | **Board of Education Policies** | **Model Core Teaching Standards (DRAFT)** | **Danielson Framework for Teaching** |
| ***Standard 1 - Teaching Diverse Students –*** The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. |  |  |  |  |  |  |
| ***Standard 2 - Content Area and Pedagogical Knowledge –*** The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. |  |  |  |  |  |  |
| **Criteria**  **Illinois Professional Learning Standards 2010** | **CCSD 93 Vision and**  **Core Values** | **CSEA Preamble** | **ISBE and Federal Legislation** | **Board of Education Policies** | **Model Core Teaching Standards (DRAFT)** | **Danielson Framework for Teaching** |
| ***Standard 3 - Planning for Differentiated Instruction –*** The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. |  |  |  |  |  |  |
| ***Learning Environment –*** The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. |  |  |  |  |  |  |
| ***Instructional Delivery –*** The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student. |  |  |  |  |  |  |
| **Criteria**  **Illinois Professional Learning Standards 2010** | **CCSD 93 Vision and**  **Core Values** | **CSEA Preamble** | **ISBE and Federal Legislation** | **Board of Education Policies** | **Model Core Teaching Standards (DRAFT)** | **Danielson Framework for Teaching** |
| ***Reading, Writing, and Oral Communication –*** The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. |  |  |  |  |  |  |